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ABSTRACT

This world studies elective quinmester course for grades seven through nine focuses on the national life style of Russia, emphasizing its varied cultural background, and, through an analysis of cultural characteristics, examining the influence a totalitarian government has on the nation's institutions. The student will: 1) evaluate the environment including the physical features of location, typography, climate, river systems, and vegetation influencing Russia's life style; 2) explain the Communist Party as the center of all authority; 3) identify and analyze the life-styles that are influenced by the totalitarian state in various geographic regions of the Soviet Union comparing and evaluating education, the family, economy, communication, art, dance, music and literature; and, 4) investigate the extraordinary change and variety of culture within rural and urban settings of the Soviet Union with an emphasis on the number of different ethnic or minority nationalities and their language differences. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

LIFE IN THE SOVIET UNION

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6470.30

SOCIAL STUDIES

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by

Pamela S. Ham

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: FOCUSES ON THE NATIONAL LIFE STYLE OF THE WORLD'S LARGEST COUNTRY AND INTERNATIONAL COMMUNIST LEADER. EMPHASIZES THE U.S.S.R.'S VARIED CULTURAL BACKGROUND, AND THROUGH AN ANALYSIS OF CULTURAL CHARACTERISTICS EXAMINES THE INFLUENCE A TOTALITARIAN GOVERNMENT MAY HAVE ON A NATION'S INSTITUTIONS: INCLUDING RELIGION, EDUCATION, THE FAMILY, AND THE ECONOMY.

CLUSTER: World Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective

COURSE RATIONALE: The Soviet Union is much more than the fleeting image portrayed in a newspaper headline. Since 1917 the development and trends within this land have troubled the peoples of the world. This study will reveal how a populous society reacts to the pressure of modernization. As present-day life in the United States is influenced by events beyond our borders, a Western civilization approach or Atlantic focus in not enough to comprehend this process as it reaches out to different societies. Young Americans must see a grim and ominous world as it appears to humanity in general. A healthy exercise is to imagine how we would feel if we lived in an under-developed country. For such people the Russion Revolution and present status of the Soviet nation may appear as an inviting Muse.

COURSE GOALS:

1. THE STUDENT WILL EVALUATE THE STRUGGLE AGAINST NATURE THAT ALL OF SOVIET RUSSIA ENDURES AND HOW THIS HAS DEVELOPED A MELANCHOLY NATIONAL CHARACTER.

2. THE STUDENT WILL EXPLAIN HOW THE COMMUNIST PARTY IS THE CENTER OF ALL AUTHORITY IN THE SOVIET UNION AND CONTROLS ALL LEVELS OF GOVERNMENT.

3. THE STUDENT WILL IDENTIFY AND ANALYZE THE LIFE-STYLES IN VARIOUS GEOGRAPHIC REGIONS OF THE SOVIET UNION.

4. THE STUDENT WILL EXAMINE THE EXTRAORDINARY CHANGE AND VARIETY OF CULTURE WITHIN RURAL AND URBAN SETTINGS OF THE SOVIET UNION WITH AN EMPHASIS ON THE NUMBER OF DIFFERENT ETHNIC OR MINORITY NATIONALITIES AND THEIR LANGUAGE DIFFERENCES.

COURSE CONTENT OUTLINE:

I. The Land

A. Location
B. Land Forms
C. Climate
D. River Systems
E. Vegetation

II. The Soviet Government

A. Autonomous Soviet Socialistic Republics
B. The Communist Party
C. The Reality of Party Control
D. Religion in the Soviet Union

III. Life-Style of a Soviet Citizen

A. Growing Up

1. Childhood
2. Education
3. Adolescence
4. Marriage

B. Making a Home

1. Women
2. The Family
3. Housing
4. Food
5. Clothing

C. Making a Living

1. Wages and Prices
2. Work
3. Services
4. Transportation
5. Communication

D. Spending Leisure Time

1. Youth Organizations
2. Recreation
3. The Arts

a. Art
b. Music
c. Literature
d. Dance

IV. Extraordinary Change and Variety

A. Moscow
B. Agricultural Centers
C. Regional Republics and Minority Nationality Groups
D. Language

GOAL: THE STUDENT WILL EVALUATE THE STRUGGLE AGAINST NAUTRE THAT ALL OF SOVIET RUSSIA ENDURES AND HOW THIS HAS DEVELOPED A MELANCHOLY NATIONAL CHARACTER.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. The physical environment of the Soviet Union has an influence on the life style.	A. Students will examine the physical features of the Soviet Union.	1. Introduce the size and location of the Soviet Union. a. Transparencies of World and Soviet Union b. wall map c. desk maps for individual students d. globe 2. Discuss the relationship the Soviet Union has with surrounding nations. a. What Communistic nation is found to the south? b. What nations are being, or have been absorbed by the Soviet Union? c. How close is the United States at the closest point? What effect has this had upon the U.S.? 3. Show the movie: <u>The Soviet Union: An Introduction</u> 18' C 1-11929 At the conclusion students should write a short paragraph describing the land they will be studying. 4. Vocabulary, including such words as tundra, taiga, latitude, and steppe could be taught with a crossword puzzle or matching game. Apply these terms to map listed in activity #1. 5. Have students construct a topographical map out of plaster of Paris. Paint the physical features with appropriate colors.
	B. Students will illustrate a correlation between physical features and life style.	1. On a desk map have students color in the physical features and note the major river systems. Have them infer possible effects this river system has on the people. 2. Provide a map showing climate zones, rivers, and vegetation, and have the students indicate the following and defend their decisions: a. farming regions b. population distribution c. fishing regions

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Trace the course of the Ob, Yenisey, Lena, Volga and Amur rivers. Ask: a. How does the direction of flow affect their importance? b. Why were these rivers less important than the Ohio and Mississippi in the development of the respective nations? 4. Have individuals do projects on the importance of rivers in the Soviet Union. Posters or models of the drainage area should have the attached information: a. industrial use b. recreation c. transportation d. problems of geography and climate 5. Have volunteers locate and report to the class with pictures or drawings representing at least four land regions and the type of work done there. 6. Have students write a short essay on how the climate of the Soviet Union has influenced people.

GOAL: THE STUDENT WILL EXPLAIN HOW THE COMMUNIST PARTY IS THE CENTER OF ALL AUTHORITY IN THE SOVIET UNION AND CONTROLS ALL LEVELS OF GOVERNMENT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. Political divisions exist in the Soviet Union	A. Students will construct a map showing political divisions of the Soviet Union.	1. With individual desk maps have students fill in the names of the fifteen republics after locating them on a political map. Interested students could find pictures representative of the life within several of the republics. These could be used as a bulletin board. 2. Assign readings on how the different republics represent the nationalities of the citizens, and how they have a degree of self government. Source?
	B. Students will illustrate the organization of the Communist Party.	1. Have a group assemble a mobile or bulletin board depicting the organization of the Communist Party. The correlation between the Soviet Government and the Communist Party should be stressed. Compare party membership in the Soviet Union and in the United States. 2. Have a game where students answer progressively harder questions in order to advance to higher ranks in the Communist Party. The winner will be the student who successfully becomes Chairman. Utilize the resource unit published by the Florida Department of Education, Americanism vs. Communism for suggested activities
	C. Students will recognize the problems confronting the Communist Party.	1. The Party hierachy is distressed because the youth tend to find the Revolution dull and Marxist ideas unexciting. Use this statement for the beginning of a research project. 2. Even though the government is not criticized, the people still find ways to poke fun at bureaucratic shortcomings on stage, in cartoons, and in the circus. Find examples and present to the class. 3. Have an interested student use periodicals to prepare an oral report on what the Soviet government perceives to be the important national problems (e.g. alcohol).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Students will describe selected political, social, and economic experiences that have been significant in the making of present-day U.S.S.R.	1. For an interesting historical approach use the AEP unit book, 20th Century Russia: Agents of Revolution. The unit involves the student as a participant in the events, and is of high interest. Discussion questions accompany the booklet. 2. Student groups could role-play interviews with such men as Trotsky, Lenin, Stalin, etc. Discussion should include their plans and hopes for their country and their people. Library research will be necessary to get their actual feelings on the matter. 3. Teacher reading excerpts from one of the following books will give the students a closer look at the ordeals of the people. Doctor Zhivago First Circle One Day in the Life of Ivan Denisovich
	E. Students will study the problems of religion and church in a Communist society.	1. The Soviet Constitution states that freedom of religious worship and freedom of anti-religious propaganda is recognized for all citizens. Ask: 1. What does this mean? 2. Why do you think it was written this way? 2. An advanced student might do research on the church in Soviet history and then prepare a line graph or a time line illustrating how the government has used religion to its advantage. Reference: The World and Its Peoples, Vol. I, pp. 156-157 3. Jews in the Soviet Union have borne many hardships through the present day. Locate through the Readers' Guide to Periodical Literature articles pertaining to this problem. Notice any attempts at aid being offered by the Jews of America. (A suggested topic for some one of this faith)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Discuss some of the religions found within the Soviet Union. Also include some of the traditions that have evolved from them. Include: Icons, Easter eggs, rites of Spring and Easter Reference: The World and Its Peoples, Vol. I, pp. 163-4 5. Using the "Soviet Society" report on religion, note lengths to which the Soviet government has gone to identify ways of combatting religious attitudes. Reference: A.S.A., p. 10

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have students investigate government nursury services. Discuss: 1. Why are they needed? 2. What is provided? 3. Does it help the mother? 4. How does it affect the child? 5. Should the government provide such a service in the U.S.? References: The Story of the Soviet Union Inside Russia Today, p. 335 The World and Its People, U.S.S.R., Vol. I, p. 169 The Changing Soviet School
		6. Read excerpts from a description of the Soviet Nursery and also the kindergarten program in The Changing Soviet School, chapter six. This could be followed by an evaluation session, where the students discuss the good and bad features, as well as what the government hopes to accomplish.
	B. Students will compare the Soviet educational system with their own in the U.S.	1. Have students play the role of a student in a Soviet school. They must: 1. list their subjects 2. describe amount and kind of homework 3. describe a class situation 4. how long is the school day 5. how many days a week does student attend school
		2. Discuss with students the high concentration of math in the Soviet Curriculum. How do their requirements compare with those in the U.S.? Reference: Soviet Russia, History, Culture, People, p. 153
	C. Students will describe the indoctrination or Communism in the educational system.	Students are taught Communistic theory throughout school. Hold a "mock" class where this idea is stressed. Allow a student who has researched the subject to be the teacher. At the conclusion ask: 1. How are the methods different from those in the U.S.? 2. What ideas about the Soviet government are stressed? 3. What ideas about the U.S. are stressed? Reference: Soviet Russia, History, Culture, People, pp. 155-6.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
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FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Students will recognize the similarity of problems within the two countries.	1. The Soviet Union is facing problems with its youth which are similar to those in the U.S. Students should research these problems and report to the class with a skit or appropriate pictures, graphs, transparencies, etc. This would include: drugs, alcohol, dress styles, language. Reference: Readers' Guide to Periodical Literature: Soviet Russia, p. 171
		2. Have students build a model of Moscow University. Behind it they should have a poster showing the steps a student has to take to be admitted to this institution: what courses are offered; what he must achieve once he has entered; and what this degree will mean to his career. Reference: The Changing Soviet School
	E. Students will compare marriage and divorce laws and customs.	1. Prepare a skit illustrating the marriage of "Ivan and Olga" according to the present standards. Include their later divorce. What did they have to do for each status? Stress government involvement. Discuss the logic of the government in these matters. What happens to the children? Who pays? How much? Reference: Soviet Russia History, Culture, People
		2. Discuss the marriage customs of the past in the Soviet Union. Reference: The World and Its Peoples, p. 169
	F. Students will recognize the contribution of the woman working in the Soviet Union.	1. Have students identify reasons for the woman working by reading materials on the subject. Remind them to look for governmental needs as well as personal. References: Soviet Society The World and Its Peoples Soviet Russia

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have students find out as much as they can about the role of the Soviet woman in Russian society. 1. What jobs does she perform? 2. How has she contributed to the rebuilding of Russia after World War II? 3. What tools does she use? 4. What incentives are given her by the government? 5. How does the Soviet woman react to her role? Reference : Soviet Society Soviet Russia
		3. Make a graph showing the year and percentage of women making up the work force. The fields of medicine, engineering, pharmacy, drafting, and dentistry might prove surprising to the students. References: Soviet Society Soviet Russia
	G. Students will describe the family unit in the Soviet Society.	1. Have a student read and report on "The Alarm Clock in the Cupboard." He should include a schedule for one or two days that Olga followed. From class participation have students fill in a similar schedule for a working mother in the U.S. How do they compare? Reference: Redbook, March, 1971, p. 179.
		2. Read to the class "Life on the Street." Ask at the conclusion: 1. Why was the boy alone? 2. How did he overcome his fears? 3. Do you feel he was helped or hurt by his parents' absence? 4. Would his philosophy be in keeping with Communist teachings? Reference: Soviet Society, p. 62

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. Students will survey the housing problems of the Soviets.	1. Show filmstrip, Housing and Home Life in the Soviet Union. Discussion following could include: 1. Why do the buildings begin to deteriorate within a short time? 2. How do the building materials reflect the geography? 3. Why would a person be crowded in a "new" apartment? 2. Have students compete to draw the most humorous cartoon showing the housing problem. 3. Using pictures and transparencies the teacher could illustrate how people in certain occupations and positions live in better housing than the average citizen.
	I. Students will explore the problems involved in obtaining food in the Soviet Union.	1. Teachers could bring library books into the room, or take the class to the library. Divide the class into small groups whose assignment will be to make a menu for a day. They should list foods that are available during any season that the teacher suggests. Ask at the conclusion: Did you find any surprises or any unusual items in your search? 2. Have a small group read, "The Alarm Clock in the Cupboard" and report to the class. Cartoons could help illustrate the problems of a working mother as she attempts to shop during her lunch hour. Reference: Redbook, March, 1971, p. 179.
	J. Students will participate in the preparation of a Soviet meal.	Have girls with Home Economics training prepare a complete meal a la Russe and bring to class with an explanation of the food, where it is grown, who eats it, which group prefers it, etc. Samples may be distributed to each student. Reference: The World and Its People, Vol. I, p. 184

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have the class draw cartoons illustrating government control over the worker in Soviet Russia. 3. If available, invite a speaker to the class who has lived or worked in a communist country. Ask him to describe working conditions, services, pay, living conditions, etc.
	O. Students will compare American and Soviet productivity.	Have a student prepare a bulletin board display showing the comparison of productivity of the United States and the Soviet Union. Reference: Soviet Russia, p. 141
	P. Students will study the services available to the Soviet citizen.	1. The Soviet Union contains some of the oldest people in the world Have a group of students write a dialogue with one of these peop and tape it. Include in the report what health and medical facilities have been made available to him. How have they changed through the years? What has been the cost? 2. Make a chart showing the ration of Soviet doctors to their population compared to the U.S. Instead of just writing facts on a poster, they could cut out or draw doctor figures or hospitals, population pictures, etc. 3. Compare statistics for services offered by the United States and those of the Soviet Union.
	Q. Students will study the problems of transportation in the Soviet Union.	1. Show filmstrip, Transportation and Communication in the Soviet Union. Ask: 1. Names as many forms of transportation as you can remember. 2. Why is there such diversity? 3. How are the waterways used? 2. In order to overcome some of the difficulties of the river syste canals and lakes have been built on the Volga. Students could make maps and report to the class on this project. Reference: Readers' Guide to Literature

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	K. Students will identify problems related to government control over homemaking.	1. Show filmstrip, Foods, Markets, And Stores. Discuss: Why would this method of shopping slow a woman down? How does the government control the price and quality of goods? 2. Have a student do research on the changes taking place in the Soviet grocery or retail stores.
	L. Students will describe the clothing found in the Soviet Union.	1. Have students dress dolls illustrating the particular role the "person" plays in the Soviet scene. Examples: 1. Student 2. Pioneer 3. Moslem 4. Fashion model 5. Peasant woman 2. Have small groups find pictures of a cross-section of people of the Soviet Union. How do the clothes differ with status, climate, and job?
	M. Students will study the problems of wages and prices.	The teacher may present a transparency on the amount of money paid to the various professions, as well as prices of various goods. At the conclusion, divide the class into buzz groups and allow them to estimate their salary (average is $111 per month) and make a monthly budget. Include the necessities first. References: Soviet Russia, p. 141 Inside Russia Today, p. 43 Land and People of Russia, p. 172
	N. Students will identify freedoms available to the Soviet worker.	1. Labor unions in the U.S. have succeeded in improving their members working and living conditions. Present the characteristics of Soviet labor unions. Ask: 1. How are they similiar in ideas? 2. How are they different? References: Soviet Russia, p. 138 Comptons, p. 330a

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Plot the major routes of land or water transportation on an outline map.Use symbols with a key in the corner of the map to denote tributaries and drainage basins.
	R. Students will compare communication in the Soviet Union and the U.S.	1. Discuss the influence of the government over communication. 1. How is it controlled? Give examples. 2. Define propaganda. Give examples.
		2. The Communist newspapers, Ivestia and Pravda are examples of government controlled news. Have the students take a local newspaper and rewrite the articles using Communist techniques of controlling news to make the communist goals appear in the best light. Reference: A Window on Red Square
		3. Publish or print a Soviet newspaper, covering the events of today's world as it would be reported by the Communist government. Advertisements may be included if the product is available to the Soviet citizen.
	S. Students compare youth organizations of the Soviet Union with those of the United States.	1. The young people of the Soviet Union may belong to three nation-wide youth organizations as they grow up. They are: 1. The Little Octobrists. . . . . young children 2. The Young Pioneers . . . . . early teens 3. Komosomol. . . . . late teens and twenties Have three students research these organizations and report their findings to the class.
		2. Have students list youth organizations found in the U.S., such as Boy Scouts, Girl Scouts, Rainbow Girls, etc. Discuss with the class how the goals of these organizations differ from those of youth organizations in the Soviet Union.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	T. Students will look at the Soviet fitness program.	1. The Soviet high schools require only two hours of physical education, and this tends to be spent in simple group games such as volley ball or gymastics. Have a student who is interested in sports do this research: Does the government involve students in sports programs? What incentives are given? (awards, money) What social status is obtained? Reference: Strength and Health 2. Show movie: Russian Gymnastic Champions in the U.S.A. 18' BW 1-11774 3. As an example of the physical fitness program, the teacher should prepare a transparency illustrating the availability of sports activities and the desire of the government to see everyone involved in sports activity. Reference: The World and Its Peoples, Vol. I, p. 187
	U. Students will describe the sports and games in the Soviet Union.	Have students list some of the sports and games in the U.S. Discuss with students unusual games children play in the Soviet Union and compare with the first list. Reference: Let's Visit Russia, p. 81
	V. Students will participate in locating contributions the Soviet arts have made to the world.	1. Invite a speaker from one of the local Russian Churches. Many of the older people in these congregations are from the Soviet Union or have visited there. They often have groups who maintain the traditions and culture of the past and are willing to share their knowledge and experiences. References: Russian Orthodox St. Vladimir Church Russian Orthodox St. Peter and Paul Greek Catholic Church

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. There are many examples of Russian folk art. Some of these can be found in the handicrafts of the ethnic groups. For an overview the students could divide the Soviet Union by language and ethnic distribution and have a contest to see which group could come up with the largest variety of folk art within their area. On contest day each student group should explain to the others the history of the works they discovered. The teacher should offer some prize as incentive.
		3. As a class project, divide into groups of not more than four students. Tell each group they are to choose a cultural contribution the Soviet Union has made to the world and present a skit, poster, or bulletin board illustrating this contribution.
	W. Students will study some of the artistic expressions within the Soviet Union.	1. Many of the homes, churches, and public buildings of the Soviet Union are unique artistic expressions. Find pictures and present to the class. Reference: The World and Its Peoples, Vol. I
		2. The Hermitage is one of the world's greatest art museums. Find examples of the art works in this museum and give a brief report on the artists who created them. How were these works acquired by the Hermitage?
	X. Students will listen to Soviet music. Students will compare the musical instruments of the Soviet Union and the United States.	1. Record some Soviet folk music from Soviet nationality groups and on the same tape some Russian classical concerts. Present to the class.
		2. Have band or music students do research on musical instruments. These might include the balalaika, the kugikl, the dudka, the rozok, the volynka, and the luben. For their presentation, large poster drawings of the instrument and its description may be made.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	Y. Students will investigate the availability of Russian music in their homes.	Instead of "show and tell" time, have a "listen and tell" time with students. Have them locate musical composition in their homes or neighborhood, and bring to class. Before playing the record the student should present a short biography, including significant events in the composer's or instrumentalist's life. Refer them to names such as: Shostakovich, D. — Borodin, A. — Khachaturian, A. Elman, M. — Scriabin, A. — Tchakovsky, P. Heifetz, J. — Stravinsky, I. — Mussorgsky, M. Horowitz, V. — Glinka, M. — Rimsky-Korsakov, N. Koussevitsky, S. — Rubinstein, A. — Rachmaninoff, S. Milstein, N. — Sevitzky, F. — Piatigorsky, G. Chaliapin, F. — Prokofiev, S.
	Z. Students will read selections from great Russian literature.	Give the students a bibliography of books by Russian authors to choose from. They should read the book, and write a brief explanation of its contents, as well as a short biography of the author. Pushkin, A. — Eugene Onegin Gogol, N. — Taras Bulba Trugenev, I. — Father Anson Lermontov, M. — A Hero of Time Dostoevsky, F. — Crime and Punishment Tolstoy, L. — War and Peace Gorky, M. — The Inspector General Pasternak, B. — Dr. Zhivago (Nobel Prize) Ehrenburg, I. — The Storm (Stalin Prize) Sholokhov,M. — And Quiet Flows the Don (Nobel Prize) Chekhov, A. — The Cherry Orchard Bunin, I. — The Grammar of Love (Nobel Prize) Dudintsev, V. — Not by Bread Alone Borodin, A. — The Ordeal of Dimitry Donkev Tolstoy, A. — Road to Calvary Sergeyev, T. — Sevastopol Andreyev, L. — Seven That Were Hanged

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	AA. Students will compare dances of the Soviet Union with those of the U.S.	1. Read a description of a dance uch as the hopak or the pereplyas. Ask the students to compare a present day dance to one in the Soviet Union. Include: 1. Movements 2. Competition 3. Role of men 4. Role of women Reference: The World and Its Peoples, Vol. I, p. 173-4 2. The most popular of all the arts in Russia is the ballet. The most famous of the ballet groups performs in the Bolshoi Theater in Moscow. Have a student who draws well capture some of the movements of the dancers in a series of pictures. Have a group of three students find magazine or newspaper articles on tours of this ballet group within the U.S. 3. Using the list, have students do a biographical sketch on one of the following dancers. Include their early training and life as it led to their career. Nijinsky, Vaslav Pavlove, Anna Danilove, Alexandra Fokine, Michel Bolm, A. Petipa, Marius Lifar, S. Sorokina, N. Nureyev, R. References: Grolier Universal Encyclopedia Russian Theater World Book Encyclopedia

GOAL: THE STUDENT WILL EXAMINE THE EXTRAORDINARY CHANGE AND VARIETY OF CULTURE WITHIN RURAL AND URBAN SETTINGS OF THE SOVIET UNION WITH AN EMPHASIS ON THE NUMBER OF DIFFERENT ETHNIC OR MINORITY NATIONALITIES AND THEIR LANGUAGE DIFFERENCES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. The city of Moscow is a reflector of Soviet Culture	A. Students will examine various aspects of the city.	1. Introduce the city of Moscow with the movie, Moscow and Leningrad 14' C 1-01594 a. What were the outstanding landmarks shown? b. What is GUM? c. How are women considered "equal?" 2. Individual students may go to the library to do a report on "Places of Interest in Moscow." This would include: a. historical buildings and sites b. government buildings c. cathedrals d. museums e. art galleries 3. Have individual students give reports using transparencies, floor plans, pictures on the above topics. Reference: The Key to Moscow (describes in detail the life and interests of this city) 4. Show filmstrip, Four Cities of the Soviet Union. In addition to questions at the end, the teacher may have students write a short paragraph comparing any two of the four cities. Students should note the cultural differences as well as geographical locations.
	B. Students will recognize the diversity found within the agriculture centers.	1. Show the movie, Russia. 24' C, 1-31059 Students should look for contrasts in life style during the fifty years following 1910. Discuss the contrasts and the conclusion. 2. Show the filmstrip, Agriculture in the Soviet Union. Ask: 1. What contrasts did you see between the farming methods and living conditions in Kiev? Why? 2. What city in North America is the same latitude as Kiev and Moscow? How does latitude and distance from bodies of water influence farming?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The teacher should present a transparency on the collective farm, the state farm, and private "argden plots." Reference: The World and Its Peoples, Vol, I, p. 151
	C. Students will distinguish between the collective and the private plot.	1. Show the students a picture of an open market with private enterprise. Ask: 1. How can this happen in this country? 2. Why does the state allow the people to grow crops for sale at a profit? 3. Do you think the Soviet system will gradually allow complete freedom in farming? Why? Why not?
		2. Have a student prepare a graph showing the production of private "garden plots." Reference: The World and Its Peoples, Vol. I, p. 151
		3. The teacher could read "A Writer's View of a Collective Farm" to the class. Reference: The World and its Peoples, Vol. I, p. 152
	D. Students will describe life on a collective.	1. Students should place themselves in the role of a worker on a collective farm. They should: 1. Make up a diary for a day's activities on their farm. 2. Describe housing, amount of clothing, work load and credit received, and free time for personal work. Reference: Comptons
		2. After doing research in the library a group of students could build a collective farm and surround it with posters to explain its operation.
	E. Students will recognize the wide range of people found within the Soviet Union.	1. The teacher should illustrate with transparencies the background of some of the ethnic groups found in the Soviet Union.
		2. A class project could include: 1. Divide the class into groups representing such groups as White Russians, Lithuanians, Finno-Ugrians, Tatars, and Tungus.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The groups should dress dolls in the costumes of their group and make a poster describing their customs, contributions, history, traditions, and occupations. Reference: The World and its Peoples, Vol. I, p. 166
		3. Discuss with the class: What handicaps have the communist leaders encountered because of the different languages, customs, and beliefs of the people?
		4. Show pictures representative of various locations within this diverse country. Reference: Let's Travel in the Soviet Union
	F. Students will compare the alphabets of the U.S. and the Soviet Union.	1. Have a speaker demonstrate the sounds and words found in the Russian language, or any language spoken in the Soviet Union.
		2. A student could make a bulletin board or poster with a Russian word and the English translation, or a picture illustrating it. Reference: The Russian Alphabet Book
	G. Students will locate the areas where the various languages are spoken.	1. On a map of the U.S.S.R. have students make a key with the names of some of the 200+ languages and dialects and color code the map.
		2. Discuss with the students the need for the universal Russian language in the Soviet Union. What would happen if each area or group spoke only their own language or dialect.
	H. Students will make a kit for a traveler in the Soviet Union.	In order for the student to understand the sounds and words of the Soviet Union, have them prepare a list of words a tourist might need in their travels in the Soviet Union. It should have the following heading.

ENGLISH	RUSSIAN	PHONETIC
Hello	zdravstvuite	zdrast-ooytyeh
Goodbye	dosvidanye	do-svee-dashnyah-valt
How are you?	Kak pozhivayete?	Kak pu-zhee-ye-tyeh
How much does it cost?	Sholko eto-stoit?	Skohl-kaheh tan stoheet

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

A.E.P. Twentieth Century Russia Agents of Revolution. A.E.P. unit Book.
American Sociological Association. Soviet Society. 1970.
Belasco, Milton J. and Hammond, Harold. Soviet Russia History, Culture, People. New York: Cambridge Book Company, Inc., 1969.
Bell, Oliver, ed. The World and Its Peoples, Volume I: U.S.S.R. New York: Greystone Press, 1968.
Stavrianos. Soviet Union: A Culture Area in Perspective. Boston: Allyn and Bacon, 1969.

II. ALTERNATE STUDENT AND CLASS MATERIAL: (1 or more classroom copies recommended)

A. TEXTUAL:

----- Art Treasures in Russia. Art Treasures of the World Series. New York: McGraw-Hill Book Company, 1970.
Bereday, George and others, ed. The Changing Soviet School. Cambridge, Massachusetts: The Riverside Press, 1960.
Crane, Joan and Crane, John. The Story of the Soviet Union. Cincinnati: McCormick-Mathers Publishing Company, Inc., 1969.
De Vorsey, L. and Hodgkins, J.A. Western Europe-Eastern Europe. New York: W. H. Sadlier, Inc., 1969. (state adopted)
Geis, Darlene, ed. Let's Travel in the Soviet Union. Chicago: Children's Press, Inc., 1960.
Gunther, John. Inside Russia Today. New York: Harper and Brothers, 1958.
James, Preston and Davis, Nelda. The Wide World. New York: The MacMillan Co., 1967. (state adopted)
James, P., Whipple, G. and Weiss, M. Man on the Earth. New York: The MacMillan Co., 1971. (state adopted)
Jones, S. B. and Murphy, M.F. Geography and World Affairs. Chicago: Rand-McNally and Co., 1971. (state adopted)
Kohn, C. F. and Drummond, D. W. The World Today. New York: McGraw-Hill, 1971. (state adopted)
Kolevzon, E. R. The Afro-Asian World. U.S.A.: Allyn & Bacon, Inc., 1969.
Kublin, Hyman. Russia. New York: Houghton-Mifflin Co., 1970. (state adopted)
Nazaroff, Alexander. The Land and People of Russia. New York: J.B. Lippincott Company, 1966.
Oliver, Carl and Sobel, Robert. Our Changing World. River Forest, Illinois: Laidlaw Brothers, 1969. (state adopted)
Parker, Fan. The Russian Alphabet Book. New York: Coward-McCann, Inc., 1961.
Popescu, Julian and Caldwell, John C. Let's Visit Russia. New York: The John Day Co., 1968. (This is an overview of the entire unit, written on a low reading level)
Rounds, Frank Jr. A Window on Red Square. Cambridge: The Riverside Press, 1953.
Salisbury, Harrison E. The Key to Moscow. New York: J.B. Lippincott Company, 1963.
Saveland, Robert. World Resources. Boston: Ginn and Co., 1968. (state adopted)
Schwartz, Fisher and Sargent. The Soviet Union. New York: Scholastic Book Services, 1970.
Slonim, M. Soviet Russian Literature: Writers and Problems. New York: Oxford University Press, 1964.

B. AUDIO-VISUAL:

1. FILMS

Russian Life Today	19'	C	1-12593
Russian Gymnastic Champions in the U.S.A.	18'	C	1-11774
Moscow and Leningrad	14'	C	1-01594
The Soviet Union: An Introduction	18'	C	1-11929
Russians: Insight through Literature			1-31491
U.S.S.R.: Pioneer Family of BRATSK			1-13355
Children of Russia			1-11927

2. Filmstrips

Housing and Home Life in the Soviet Union. S.V.E.
Foods, Markets and Stores. S.V.E.
Four Cities of the Soviet Union. S.V.E.
Transportation and Communication in the Soviet Union. S.V.E.
The Soviet Union Today: Its People and their Way of Life. Pleasantville, N.Y.: Guidance Associates. (2 filmstrips, 2 records, discussion guide)
Soviet Union Today, Sets I and II. Filmstrip House. (4 filmstrips, 2 LP records, teachers' guide - each set)

C. PERIODICALS:

Baranskaya, Natalya. "The Alarm Clock in the Cupboard." Redbook, March, 1971.
----- "Russia Today." Look, October 3, 1967, entire issue.
Weyland, John. "Russian Sports Program." Strength and Health, The Fitness Magazine, March, 1971, p. 54.

III. SUPPLEMENTAL TEACHER RESOURCES

Bell, Oliver, ed. The World and Its Peoples, Vol. I,U.S.S.R. New York: Greystone Press, 1968. (if not available for entire class)
Florida Department of Education. Americanism vs. Communism.
Kublin, Hyman, Ed. Russia, Selected Readings. Boston: Houghton-Mifflin Co., 1969.
Miller and Bancroft. The Meaning of Communism. Silver Burdett, 1968.
Nazaroff, Alexander. Picture Map Geography of the U.S.S.R. New York: J.B. Lippincott Co., 1969.
Reiber, Alfred and Nelson, Robert C. The U.S.S.R. and Communism. Glenview, Ill.: Scott, Foresman and Co., 1964.
Reiber, A. and Nelson, R. A Study of the U.S.S.R. and Communism. Glenview, Ill.: Scott, Foresman and Co., 1966.
Schulze, Fred. Russia in Perspective. New York: Hayden Book Co., 1967.
Solzhenitsyn, A.I. First Circle. New York: Harper and Row, 1968.
Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich. New York: Frederick A. Praeger, 1963.